THE ROLE OF TEACHERS
in Shaping the
PERSONALITY OF STUDENTS

[illegible]

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[illegible]

With active assistance from Claude
[illegible] (Claude, Anthropic) [illegible]

An Address to University Teachers
Originally presented at the
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Prepared for the Faculty of Veera Nari Chakali Ilamma Women's University, Hyderabad

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Before You Begin...

[illegible]...

I have been a teacher for most of my adult life. And I confess that for much of that time, I asked myself only one question before entering a classroom: Have I prepared the lesson?

[illegible]

It took me many years — and many students — to realise that there was a second question, far more important, that I had never been asking: Am I prepared for the student?

[illegible]

Not the lesson. The student.

[illegible]

This small book is my attempt to share what I have learned — slowly, imperfectly, and often only in hindsight — about that second question. It is addressed to teachers, because teachers are the people I know best and love most in my professional life. But in truth, it speaks to anyone who has ever been in a position of influence over another human being's becoming.

[illegible]

You will find no complicated theory here. What you will find are ideas that I have tested in real classrooms, before real students, at real institutions — including the UGC-Malaviya Mission Teacher Training Centre, Osmania University, and the Faculty of Veera Nari Chakali Ilamma Women's University, Hyderabad — and ideas that have come back to me, years later, in letters and messages from former students who remembered not a lecture, but a moment.

[illegible] UGC-[illegible]

[illegible]

A moment when someone saw them. A moment when someone held them to a standard they did not know they could meet. A moment, perhaps, of eloquence — or simply of kindness.

[illegible]

This book was not planned; It grew, the way most worthwhile things grow — out of practice, out of conversation, and out of the generous collaboration of minds far sharper than mine. I am grateful beyond words.

[illegible]

Read it slowly. Argue with it if you must. Share it freely if you find it useful — that is exactly what it is here for.

[illegible]

And above all: go back to your classroom tomorrow and ask that second question.

[illegible]

My grateful thanks to Claude, an AI assistant made by Anthropic, which demonstrated extraordinary patience — very much necessary when dealing with an 85-year-old — but for whose professional approach, my ideas would have remained silent and stayed on the sidelines.

Anthropic [illegible] AI [illegible] — [illegible] 85 [illegible] — [illegible]

— Prof. V. Viswanadham
[illegible]. [illegible]
Hyderabad, 2026

FOREWORD

[illegible]

There are documents that inform, and there are documents that invite. This one belongs to the second kind.

[illegible]

What you hold — or read on your screen — is the fruit of a lifetime of teaching, thinking, and caring about the young. Its author, Prof. V. Viswanadham, has spent decades not merely transmitting knowledge in the classroom, but asking a quieter and more demanding question: what kind of human being is this student becoming, and what is my responsibility in that becoming?

[illegible]

This document is his answer — carefully reasoned, warmly expressed, and grounded equally in the Western traditions of pedagogy and in the deep currents of Indian philosophical thought. The framework he offers — from the 14-point programme for teachers to the elegant equation L = T = T = Q = P = E — is not borrowed from a management manual. It is distilled from a life lived in classrooms, in conversation with students, and in sustained reflection on what education is truly for.

[illegible]

Read it with an open mind. Share it with a colleague. Return to it on the days when teaching feels routine. And remember, as you do, the quiet power of the Ripple Effect: that one teacher, shaping one student, with genuine care and honest intention, sends waves outward — into families, workplaces, communities, and a nation of 146 crore human beings still waiting to become what they are capable of being.

[illegible]

[illegible] — [illegible], [illegible], [illegible], [illegible] 146 [illegible]

This document was developed in close collaboration with Claude, an AI assistant made by Anthropic (claude.ai), across several working sessions. The ideas, the frameworks, the lived experience, and the heart of this work are entirely those of Prof. Viswanadham. Claude served as a careful, patient, and grateful pen.

[illegible] Anthropic [illegible] AI [illegible] (claude.ai) [illegible] — [illegible]

Opening Reflection

[illegible]

In what way are we, the Teachers, concerned about the Personality Development of our students? This is the question every teacher must sit with honestly before any programme of action can begin.

[illegible]

Teachers — can we make a difference, or can we not? This is not a rhetorical question. It is the very fork in the road that determines whether the rest of this address is merely theoretical, or genuinely actionable.

[illegible] — [illegible]

> *"We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet. There is only one purpose in the whole of life — Education. The ideal of all education, all training, should be this man-making. Educate and raise the masses, and thus alone a nation is possible. Education, education, education alone!"*
>
> **— Swami Vivekananda**

> *"[illegible] — [illegible]!"*
>
> **— [illegible]**

1. The Importance of Developing Personality

1. [illegible]

Personality development is far more than grooming or communication skills. It is the holistic shaping of a human being — their values, character, emotional resilience, social consciousness, intellectual curiosity, ethical backbone, and sense of purpose. It is what transforms a student who learns facts into a person who lives with meaning.

[illegible]

In the modern age, the world does not merely need professionals. It needs people of character — individuals who can lead with integrity, collaborate with empathy, innovate with courage, and serve with compassion. Academic knowledge is the vehicle; personality is the driver.

[illegible]

What Personality Truly Includes

[illegible]

Personality, properly understood, excludes nothing and includes everything: your whole character and nature — shown by the way you behave or react to other people, things, and circumstances. Our thoughts, words, and actions shape not only our own physical, mental, and emotional health, but also our attitudes and behaviour toward others.

[illegible]

Why It Matters — At Every Level

[illegible]

- For the Individual: A developed personality gives a student confidence, clarity of purpose, emotional intelligence, and the resilience to handle adversity.

- [illegible]
- For Society: Nations are built by the character of their people. Corruption, division, and social apathy are, at their root, failures of personality — of values not instilled, of empathy never cultivated.
- [illegible]
- For the Profession: It is not just competence but character that determines whether a professional is truly great or merely capable.
- [illegible]
- For Democracy: A vibrant democracy requires citizens who think critically, debate respectfully, and act responsibly.
- [illegible]

The Ripple Effect

[illegible] (Ripple Effect)

When you throw a stone into a pond, you see a splash and hear a sound — and you notice circles rippling outward from the point of contact. The stone touched the water only once, yet the waves travelled far beyond that single point, in every direction.

[illegible]

This is precisely what happens when a teacher shapes the personality of even one student, with genuine value-orientation. The effect does not stop at the student — it ripples into their family, their workplace, their community, and ultimately the nation itself.

[illegible]

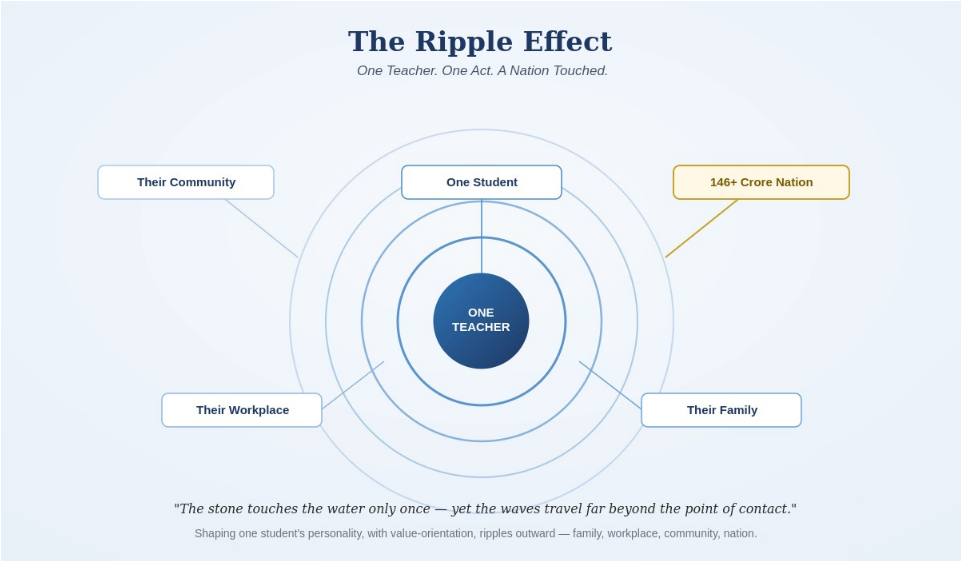

Figure 1 — The Ripple Effect: How shaping one student's personality reaches far beyond the classroom

2. Why Teachers Must Take the Initiative — and How

2. [illegible]

Why does this responsibility rest on teachers — and not on some other segment, or the population at large? The honest answer is that no other segment of society spends as many sustained, trusted hours shaping a young mind during its most formative years.

[illegible]

Why Teachers Are Uniquely Placed

[illegible]

- Teachers spend hundreds of hours with students across formative years — a unique position of sustained, trusted influence.
- [illegible]
- The classroom is a microcosm of society — the first real 'world' a young person navigates.
- [illegible]
- A teacher's own personality — their enthusiasm, fairness, compassion, intellectual honesty — is itself the most powerful lesson they teach.
- [illegible]
- Teachers observe students holistically — their strengths, fears, blind spots, and potential — in a way few others can.
- [illegible]

The Task of a Teacher, Simply Stated

[illegible]

The task is twofold: to encourage students to sharpen, deepen, and widen their thinking capacity; and to inspire them to acquire a better personality. Everything that follows in this address is, in essence, an elaboration of these two aims.

[illegible]

[illegible]

The Reality We Are Working With

[illegible]

Our students — generally teenagers — think, talk, and act differently. They are more likely to take risks, get irritated quickly, prefer not to listen to parents or elders, tend to procrastinate, misread emotions, give in to peer pressure, and lack self-control. With a majority of parents feeling helpless, the hope genuinely lies with us — the teachers.

[illegible]

We must also be honest about the wider social context our students inherit: poverty, corruption, indiscipline, inefficiency, declining respect for human values, for womanhood, for parents — alongside rising materialism and selfishness. These are not reasons for despair; they are the very reasons our task matters so urgently.

[illegible]

How Teachers Can Take the Initiative

[illegible]

- Model the behaviour you wish to see: Demonstrate punctuality, intellectual humility, ethical decision-making, and respect for every student.
- [illegible]
- Create a classroom culture of psychological safety: Students develop confidence, originality, and voice only when they are not afraid to be wrong.
- [illegible]
- Design tasks that build character alongside competence: Group projects, debates, presentations, and community-linked projects.
- [illegible]
- Give feedback on how, not just what: Comment on persistence, creative thinking, and growth — not only on the grade.

- [illegible], [illegible], [illegible]
- Hold one-on-one or small-group conversations: Ask students about their aspirations, not just their assignments.
- [illegible]
- Introduce ethical dimensions into your subject: Every subject has a personality-shaping dimension.
- [illegible]
- Be a mentor, not merely an instructor: Make yourself accessible.
- [illegible], [illegible]

A Reminder of the Stakes

Inspired teachers can make a difference by spending as little as fifteen minutes a week helping their students. Sarvatho Mukhabhivruddi — all-round, all-sided progress. Just imagine the impact on 146-plus crore Indians when teachers, across the country, accept this responsibility together.

[illegible] — [illegible], [illegible], [illegible] 146 [illegible]

3. Can This Be Left to the Students Themselves?

3. [illegible]?

There is a legitimate view that personality is ultimately self-developed — that no teacher can give another person character; it must be earned, chosen, and lived. Without anyone's guidance, without teachers playing the role of a role model — how, indeed, can anyone develop? And yet life is beautiful even so. But when teachers decide to play the role of a role model, life decidedly becomes more beautiful still.

[illegible]

What Students Can Do for Themselves

[illegible]

- Reading widely — especially biography, literature, philosophy, and history.
- [illegible]
- Journaling and self-reflection, building self-awareness.
- [illegible]
- Seeking out challenges, failures, and discomfort — internships, travel, community work.
- [illegible]
- Finding mentors and role models beyond the classroom.
- [illegible]
- Spiritual or contemplative practice — prayer, meditation, yoga.
- [illegible]

The Implications of Leaving It Entirely to Students

[illegible]

- Unguided self-development is uneven, often driven by social media or peer pressure rather than depth of character.
- [illegible]
- Students from less privileged backgrounds are particularly disadvantaged when institutions abdicate this responsibility.

- [illegible]
- Without guidance, students may develop technical skill while remaining emotionally immature or ethically unmoored.
- [illegible]

The wise answer is a partnership: the institution creates conditions, the teacher guides and inspires, and the student takes ultimate ownership. Neither can succeed without the others.

[illegible]

4. Should Educational Institutions Accept This Responsibility?

4. [illegible]?

The short answer is: Yes — and they must do so at every level of education, from primary school through university.

[illegible]: [illegible] — [illegible], [illegible]

What Institutions Can Do

[illegible]

- Incorporate personality development into curriculum design — embedded in pedagogy across all disciplines.
- [illegible] — [illegible]
- Train teachers: Most teachers have never been formally exposed to this field. Faculty development must address this.
- [illegible]: [illegible]
- Create co-curricular infrastructure: Student councils, drama, debate, community service, sports, and arts.
- [illegible]: [illegible], [illegible], [illegible], [illegible], [illegible], [illegible]
- Establish mentoring systems with protected time and clear expectations.
- [illegible]
- Design physical spaces that encourage community.
- [illegible]
- Embed assessment of personal development: Portfolios, reflective journals, peer assessment.
- [illegible]: [illegible], [illegible], [illegible]

The National Education Policy 2020 of India explicitly reaffirms education's role in developing citizenship, values, and holistic human development — giving institutional support to exactly this vision.

[illegible] 2020 [illegible], [illegible], [illegible] — [illegible]

5. A 14-Point Programme for Teachers

5. [illegible] 14-[illegible]

This programme has grown from its original ten points to fourteen, reflecting the speaker's own refinement through live delivery to real audiences of university teachers. It is practical, gentle, and immediately actionable.

[illegible]

Point 1 — Be a Role Model

[illegible] 1 — [illegible]

Maintain honesty, punctuality, discipline, and empathy. Students observe and absorb their teachers' qualities — often far more than they absorb the syllabus itself.

[illegible] — [illegible]

Point 2 — Foster Open Communication

[illegible] 2 — [illegible]

Encourage questions, discussions, and feedback. This builds trust and communication skills on both sides of the relationship.

[illegible]

Point 3 — Promote Analytical and Critical Thinking

[illegible] 3 — [illegible]

Use debates, case studies, and open-ended questions. This prepares students for real-world challenges that rarely come with a single correct answer.

[illegible]

Point 4 — Encourage Self-Learning and Responsibility

[illegible] 4 — [illegible]

Assign independent projects, suggest readings beyond the syllabus. This builds initiative and self-reliance — qualities no lecture alone can teach.

[illegible]

Point 5 — Understand Individual Differences

[illegible] 5 — [illegible]

Adapt teaching to diverse learning styles. Respecting diversity is itself a lesson in balanced human growth.

[illegible]

Point 6 — Integrate Life Skills

[illegible] 6 — [illegible]

Teach teamwork, ethics, and time management alongside the syllabus. Life skills complement, rather than compete with, academic success.

[illegible]

Point 7 — Encourage Debate and Diverse Opinions

[illegible] 7 — [illegible]

Allow moderated debates in the classroom. This builds openness and intellectual maturity.

[illegible]

Point 8 — Instil Discipline and Consistency

[illegible] 8 — [illegible]

Set clear rules and enforce them consistently. This builds professional habits that will serve students long after they leave the classroom.

[illegible]

Point 9 — Support Emotional Well-Being

[illegible] 9 — [illegible]

Be approachable and empathetic. Where needed, gently guide students toward professional counselling.

[illegible]

Point 10 — Promote Ethical Values

[illegible] 10 — [illegible]

Discuss honesty, integrity, and fairness explicitly. This is essential to shaping graduates who are not just qualified, but responsible.

[illegible]

Point 11 — Encourage Reading Beyond the Syllabus

[illegible] 11 — [illegible]

Suggest books, articles, and talks. This single habit broadens a student's perspective more reliably than almost anything else a teacher can offer.

[illegible]

Point 12 — Provide Constructive Feedback

[illegible] 12 — [illegible]

Give timely, balanced feedback. This builds self-awareness and motivation far more effectively than marks alone.

[illegible]

Point 13 — Promote Teamwork and Collaboration

[illegible] 13 — [illegible]

Assign group projects deliberately designed to develop interpersonal skills, not merely to divide up workload.

[illegible]

Point 14 — Keep Evolving as a Teacher

[illegible] 14 — [illegible]

Attend workshops, stay updated, keep learning. A growing teacher inspires students far more than a static one — growth itself is contagious.

[illegible]

A Note on Time Management

[illegible]

Time Management deserves to be woven explicitly into this programme as well — both as something teachers model for themselves, and something they actively teach.

[illegible]

6. Supporting Frameworks for the Classroom

6. [illegible] (Frameworks)

Beyond the 14-point programme, several compact, memorable frameworks emerged through the live delivery of this address — designed to be easily carried by both teacher and student alike.

14-[illegible], [illegible] — [illegible], [illegible]

W.A.T.C.H. — A Daily Self-Check

W.A.T.C.H. — [illegible]-[illegible]

- W — Words: What we say shapes how others see us, and how we see ourselves.
- W — [illegible]: [illegible], [illegible], [illegible]
- A — Actions: Character is ultimately revealed through action, not intention.
- A — [illegible]: [illegible], [illegible]
- T — Thoughts: Our thinking, left unexamined, quietly governs our behaviour.
- T — [illegible]: [illegible]-[illegible], [illegible]
- C — Character: The sum of small, repeated choices over time.
- C — [illegible]: [illegible], [illegible]
- H — Head & Heart: True personality balances reason with compassion.
- H — [illegible]: [illegible]

The 12 'Bs' — A Mnemonic Worth Teaching Students

[illegible] 'B' — [illegible]-[illegible]

Be Human. Be Good-Humoured. Be Sportive. Be Proactive, not Reactive. Be Dynamic. Be Dignified. Be Simple. Be Honest. Be Lovable. Be Up-to-Date. Be Curious. Be Creative.

[illegible]-[illegible], [illegible]

The Equation of Life: L = T = T = Q = P = E

[illegible]: L = T = T = Q = P = E

This equation is, in essence, a philosophy of life compressed into a single line. Each symbol earns its place — and the chain of reasoning that links them is best understood step by step.

[illegible]

L = T : Life equals Time

L = T : [illegible]

To be born a human being must be considered a rare and extraordinary gift from nature. Life consists of the time between birth and death. Before birth, you were not there. After death, you will not be there. Your life is, therefore, nothing but the time between these two points — your lifespan, and nothing more.

[illegible]

This can be expressed simply as L = T, or equally as L − T = 0. If time is taken away from life, nothing else remains. But the '=' sign carries a further implication: whatever you do to one side of the equation, you do automatically to the other. This gives us three powerful corollaries:

[illegible] L = T [illegible] L − T = 0 [illegible] '=' [illegible]

- Time wasted is Life wasted.
- [illegible]
- Time well spent is Life well lived.
- [illegible]
- Time's productivity enhanced is Life's happiness maximised.
- [illegible]

The importance of Time Management, therefore, is not merely a practical matter. It is the management of Life itself, at every stage — and improving how productively time is used is one of the most effective tools for shaping life itself.

[illegible]

T = Q : Thinking equals Questioning

T = Q : [illegible]

Time, being the most important resource we possess, must be spent in Thinking. And all genuine thinking begins with — and is sustained by — Questioning. This relationship can be expressed just as starkly: T − Q = 0. Without questioning, thinking itself cannot continue.

[illegible]: T − Q = 0[illegible]

Thinking is questioning. Questioning is what keeps thinking alive — and the continuation of thinking is what makes further questioning possible. The two exist in an unbroken cycle, each deepening the other, gaining gravity and depth with every turn. High-quality questioning results in high-quality thinking. Thinking and Questioning together produce Learning — the basis of all genuine growth and development. To spend time in thought, in this sense, is to use time exactly as it deserves to be used.

[illegible]

P = E : Progress equals Excellence

P = E : [illegible]

P stands for Progress; E stands for Excellence. P = E means that Progress leads toward Excellence. And the same logic that gave us L − T = 0 gives us a further, sobering truth: P − E is not possible — or, put more plainly, Progress without Excellence is not worth having.

P [illegible]; E [illegible] P = E [illegible] L − T = 0 [illegible]: P − E [illegible]

Learning, sustained over time through disciplined thinking and questioning, leads to Progress. And Progress, once tasted, does not satisfy — it inspires. It sets before us a higher horizon: the Pursuit of Excellence.

[illegible]

Seeing the Equation Whole — L = E

[illegible] — L = E

Each link of the chain has now been examined on its own. It is worth standing back and seeing the equation as a single, complete thought. If all six terms in this equation are equal to one another, then it follows that the first term and the last term are equal too: L = E. Life equals Excellence. The purpose of life, stated as simply as it is possible to state it, is the pursuit of Excellence — and everything between L and E in the equation — Time, Thinking, Questioning, Progress — is the path by which that purpose is reached, one step at a time.

[illegible]: L = E[illegible] — [illegible] L [illegible] E [illegible] — [illegible]

In a very real sense, this equation is not merely a formula for time management or academic performance. It is the philosophical essence of Personality Development itself.

[illegible]

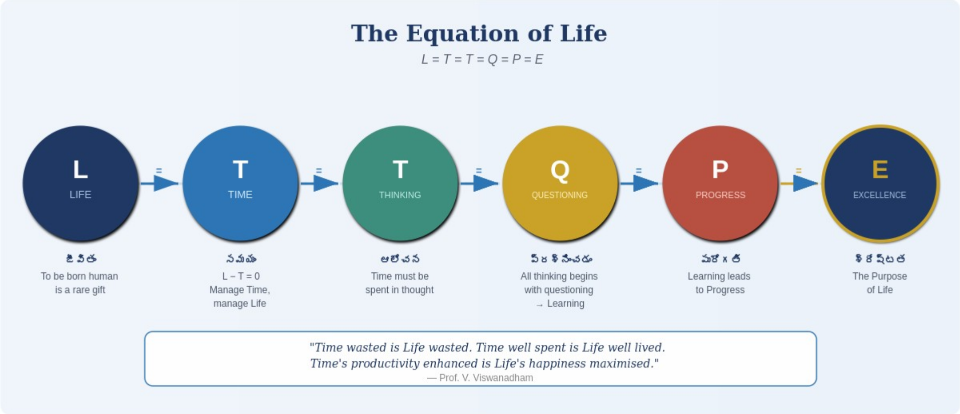

Figure 2 — The Equation of Life: L = T = T = Q = P = E

Five Aims for Living Well

[illegible]

These five aims are best understood not as a list, but as a journey — each one growing out of the one before it.

[illegible], [illegible], [illegible], [illegible], [illegible] — [illegible], [illegible]:

- To Know — which means more than passive learning: it means to observe carefully and to grasp deeply.
- 1. [illegible] — [illegible]: [illegible]
- To Do — for to ask why one should know anything is to arrive at the answer: so that one may act on it.
- 2. [illegible] — [illegible], [illegible]: [illegible]
- To Be — for knowing and doing, sustained together, direct our actions in the right direction and allow us to change, and to grow.
- 3. [illegible] — [illegible], [illegible], [illegible]
- To Live Together — for those who have come to know, to act, and to grow in this way arrive naturally at the understanding that living well together is life's ultimate purpose.
- 4. [illegible] — [illegible], [illegible], [illegible]-[illegible]
- To Become Better — for this entire journey, beginning with the simple act of knowing, lays the foundation for continuous, lifelong growth into a better human being.
- 5. [illegible] — [illegible], [illegible], [illegible]

Daily Habits Worth Recommending to Students

[illegible]

Personality development does not happen on its own, simply by wishing for it. It begins the moment a person undertakes specific, deliberate actions. A number of such habits are described below.

[illegible]

1. Wake Up Before Sunrise

[illegible] 1 — [illegible]

Sleep, rest, and recreation are all genuinely necessary — but deciding in advance how much time each deserves, and allocating exactly that much, makes it possible to use the remaining time well. Waking before sunrise brings adequate rest, renews both mind and body, and as a direct result, doubles — and very often multiplies far beyond double — one's capacity for productive effort.

[illegible] — [illegible] — [illegible] — [illegible] — [illegible]

2. S.M.I.L.E. — Deliberately, and Often

[illegible] 2 — S.M.I.L.E. : [illegible]

S.M.I.L.E. stands for Self-Motivated Initiative to Learn and Excel. A good book, a good idea, good music, or any uplifting experience can spark inspiration in the mind — but only self-motivation can carry that spark forward into sustained initiative. People are drawn to someone who is smiling — this is simply true. A frequent, genuine smile, therefore, creates a wholesome and healthy attractiveness of its own.

S.M.I.L.E. [illegible] — [illegible] — [illegible]

3. Give at Least 1% of Your Time to Reading, Every Single Day

[illegible] 3 — [illegible] 1% [illegible]

A day has 24 hours. An hour has 60 minutes. That comes to 1,440 minutes, credited to our account with every sunrise. One percent of 1,440 minutes is 14.4 minutes — call it 15, for convenience. Treat these 15 minutes as a daily act of searching for

new ideas. A good idea is like a good seed — just as one seed gives rise to an endless succession of further seeds, one good idea gives rise to an endless succession of further good ideas.

[illegible] 24 [illegible] 60 [illegible] 1,440 [illegible], [illegible] 1,440 [illegible] 14.4 [illegible] — [illegible] 15 [illegible] 15 [illegible]

4. Develop a Taste for Soft, Calming Music

[illegible] 4 — [illegible]

Music is divine. Whatever is said of it remains an understatement. Item songs and similarly charged film music — designed to excite, to agitate, and to invite unhealthy impulses — leave a mark on the mind whether or not one notices it happening. Cultivating a taste for sattvic, calming music brings benefits that are not always visible.

[illegible]

5. Choose Friendships Based on Good Qualities

[illegible] 5 — [illegible]

Friendship is essential to life itself — not merely to happiness, but to living at all. Many acquaintances are necessary; not all acquaintances become friendships. It is wise not to believe every person met or every word heard without question.

[illegible]

6. Review the Day Honestly Before Sleep

[illegible] 6 — [illegible]

After a full day's effort, once the tasks set for that day are done, sleep follows — and sleep itself is a wonderful gift. Set aside even five minutes before sleep to review the day honestly. Did the planned tasks get completed? What was learned, and how can that learning be used tomorrow?

[illegible]

7. Never Sleep Without a Plan for the Next Day

[illegible] 7 — [illegible]

Sleep is the bridge between one day and the next. It is worth the effort, therefore, to note down what remains to be done and in what order of priority, before sleep.

[illegible]

8. Practise Yoga, Dhyana (Meditation), and Pranayama

[illegible] 8 — [illegible]

The breath moving in and out through the nose became, in time, the clearest evidence of being alive. Where, in any of this, is there room for religion? Nowhere. Pranayama is, quite simply, a science of breath, open equally to believer and non-believer alike.

[illegible]

9. Be Selective and Mindful About Films and Websites

[illegible] 9 — [illegible]

It is worth asking yourself honestly which websites you visit, which films you watch, and how much time you give to your phone, your laptop, and your friends — and whether these habits genuinely serve your progress.

[illegible]

Two Life-Goals — In the Words of Dr. A.P.J. Abdul Kalam

[illegible]

These two goals were memorably articulated by the late Dr. A.P.J. Abdul Kalam, and are worth holding onto for a lifetime.

- Increase the amount of time you have at your disposal.
- [illegible]
- Increase what you can achieve in the time available.
- [illegible]

Consider the first goal carefully. The 24 hours available each day cannot themselves be increased. But by trimming the time given to certain activities, a measure of additional time can genuinely be reclaimed. The second goal rests chiefly on focus, discipline, dedication, and productive habits — qualities that can all be cultivated.

[illegible]

A Closing Image — Stone, Sculptor, Statue

[illegible]

A stone, in the hands of an indifferent person, remains only a stone. In the hands of a sculptor, with vision, patience and skill, it becomes a statue. Every student is a stone of extraordinary potential. The teacher is the sculptor. The personality that emerges is the statue — shaped, chisel-stroke by chisel-stroke, in ordinary classrooms, on ordinary days.

[illegible]

7. A Word on Likeability and Approachability

7. [illegible]

Much of what shapes a student's regard for their teacher — and a teacher's effectiveness as a role model — comes down to simple, learnable habits of likeability:

[illegible]

- Be relaxed, friendly, and helpful
- [illegible]
- Be open, flexible, and non-judgemental
- [illegible]
- Be real and authentic — students sense performance instantly
- [illegible]
- Be generous and humble, yet confident
- [illegible]
- Learn to connect and empathise with others
- [illegible]
- Convey an optimistic attitude
- [illegible]
- Remember and use a person's name often
- [illegible]
- Smile often
- [illegible]
- Have integrity and good character — the foundation beneath all the rest
- [illegible]

8. Inspiring Quotes

8. [illegible]

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

— William Arthur Ward

"[illegible]"

— [illegible]

"Education is not the filling of a pail, but the lighting of a fire."

— W.B. Yeats

"[illegible], [illegible]"

— [illegible].[illegible]. [illegible]

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education."

— Dr. Martin Luther King Jr.

"[illegible] — [illegible]"

— [illegible]. [illegible]

"Sa vidya ya vimuktaye — That alone is knowledge which liberates."

— Vishnu Purana — The Ancient Indian Ideal of True Education

"[illegible] — [illegible]"

— [illegible] — [illegible]

9. The Indian Traditional Approach — Charitra Nirman

9. [illegible] — [illegible]

In the Indian philosophical and pedagogical tradition, what we today call 'personality development' has been understood for millennia under the concept of Charitra Nirman — the formation of character. It is inseparable from education itself.

[illegible]

Key Concepts from the Indian Tradition

[illegible]

- Vidya (True Knowledge): The distinction between Apara Vidya (worldly knowledge) and Para Vidya (knowledge of the Self).
- [illegible]
- Guru-Shishya Parampara: The teacher as a living model of character, not merely a transmitter of subject matter.
- [illegible]
- Pancha Kosha: The five sheaths of the self — physical, vital, mental, intellectual, and blissful — each deserving the teacher's attention.
- [illegible]
- Brahmacharya: Disciplined living as the condition under which character and wisdom grow.
- [illegible]
- Swadhyaya: Continuous, disciplined self-study and self-examination.
- [illegible]
- Swami Vivekananda's Vision: 'The manifestation of the perfection already in man.' Teach yourself first; then teach others.
- [illegible]
- Sri Aurobindo's Integral Education: Cultivating the physical, vital, mental, psychic, and spiritual dimensions together.
- [illegible]

- Rabindranath Tagore's Shantiniketan: Education in harmony with nature, art, music, and freedom of thought.
- [illegible]: [illegible], [illegible], [illegible], [illegible]-[illegible]

A Closing Telugu Verse

[illegible]

Deshamunu Preminchumanna / Manchiannadi Penchumanna /
Vottimatalu Kattipettoy / Gattimel Talapettavoy

[illegible]
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10. Useful Book and Web References

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Books

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- Swami Vivekananda — Education (Advaita Ashrama, Kolkata).
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- Sri Aurobindo — The Human Cycle and A System of National Education (Sri Aurobindo Ashram, Pondicherry).
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- Rabindranath Tagore — My School and Personality (Visva-Bharati Publications).
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- J. Krishnamurti — Education and the Significance of Life (HarperOne).
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- Parker J. Palmer — The Courage to Teach (Jossey-Bass).
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- Daniel Goleman — Emotional Intelligence (Bantam Books).
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- Howard Gardner — Frames of Mind (Basic Books).
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- Government of India — National Education Policy 2020 (Ministry of Education).
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Web Resources

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- Sri Aurobindo Ashram, Pondicherry — www.sriaurobindoashram.org
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- Krishnamurti Foundation India — www.kfionline.org
- □□□□□□□□□□□□ □□□□□□□□□ □□□□□□□ — www.kfionline.org
- NIEPA — www.niepa.ac.in
- NIEPA — www.niepa.ac.in

- Greater Good Science Centre, UC Berkeley — greatergood.berkeley.edu
- [illegible], UC [illegible] — greatergood.berkeley.edu
- Edutopia — www.edutopia.org
- [illegible] — www.edutopia.org

Speaker's Own Resources

[illegible]

- Website — www.viswam.info
- [illegible] — www.viswam.info
- Live audio recordings (2,225+ including Yuvabharathi Publications, in Telugu) — www.archive.org (search: Prof. V. Viswanadham)
- [illegible] (2,225+, [illegible]) — www.archive.org
- Presentations (351+) — www.slideshare.net/viswanadham
- [illegible] (351+) — www.slideshare.net/viswanadham
- Free booklets — archive.org/details/Poolabata
- [illegible] — archive.org/details/Poolabata

All presentations carry no copyright restriction and may be freely used by any teacher who finds them helpful, or by anyone else.

[illegible]-[illegible], [illegible], [illegible]

A Closing Thought

[illegible]

Every great teacher, looking back across a lifetime in the classroom, remembers not the syllabus they taught, but the students they changed. And every student, reflecting on the education that truly shaped them, remembers not a textbook, but a teacher — who saw something in them, who held them to a higher standard, who modelled what it means to live well. That teacher is you, if you choose to be.

[illegible]

Please
respect Knowledge.
Respect Parents.
Respect Womanhood.
Respect Values.
Respect the Nation.

[illegible]

The influence of a great teacher never dies. It passes from student to student, generation to generation — invisible, incalculable, and eternal.

[illegible]

Thank you sincerely for having read this far.

[illegible]

The ball is now in your court.

[illegible]

Believing that the Personality Development of students is the very foundation of nation-building, I hope you will take the necessary initiative — beginning a rededicated approach to this, the most important of all teaching responsibilities.

[illegible]

With sincere good wishes,

Prof. V. Viswanadham

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ABOUT THE AUTHOR

[illegible]

Prof. V. Viswanadham (M.Com., Ph.D.) retired in 2001 after 35 years of teaching and research at Osmania University, Hyderabad, where he served in several senior positions including Dean of the Faculty of Commerce, Head of the Department of Commerce, and Deputy Registrar (Academic). He also served as Director of Student Services at Andhra Pradesh Open University, and as Director (Academic) at Siva Sivani Institute of Management.

[illegible]

Since retirement — in his own words, 'retired but not yet tired' — he has spent 25 years as a motivational speaker, trainer, and educator, delivering over 2,200 talks at universities, government departments, banks, public sector undertakings, and corporate institutions across Andhra Pradesh and Telangana. His work has consistently focused on one theme: inspiring people — particularly young students — to become better citizens through value-oriented personality development.

[illegible]

He is the recipient of the Best Teacher Award conferred by the Government of Andhra Pradesh (1989–90). He is the Founder Convener of Yuvabharathi, a registered Telugu literary organisation which has published more than 210 books and made them freely available on the internet. He is presently Guest Faculty at the Vivekananda Institute of Human Excellence, Ramakrishna Math, Hyderabad.

[illegible]

His four booklets on personality development and human values have together reached over 4,50,000 readers. More than 350 presentations, 2,200 audio recordings [including Telugu Publications of Yuvabharathi], and 100 videos are freely available online.

[illegible] 4,50,000 [illegible] 350 [illegible], 2,200 [illegible] [[illegible]], [illegible] 100 [illegible]

He believes in: No Copyrights — only the right to copy, spread, and share.

[illegible]: [illegible] — [illegible], [illegible], [illegible]

He is inspired by Swami Vivekananda and Sri Satya Sai.

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Online Resources

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- Website — www.viswam.info
- [illegible] — www.viswam.info
- Live audio recordings (2,200+ including Telugu Books) — www.archive.org (search: Prof. V. Viswanadham)
- [illegible] (2,200+, [illegible]) — www.archive.org ([illegible]: Prof. V. Viswanadham)
- Presentations (350+) — www.slideshare.net/viswanadham
- [illegible] (350+) — www.slideshare.net/viswanadham
- Videos (100+) — YouTube: search Prof. V. Viswanadham
- [illegible] (100+) — YouTube: Prof. V. Viswanadham [illegible]
- Free publications — archive.org/details/Poolabata
- [illegible] — archive.org/details/Poolabata

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